

Study on the Relationship between Academic Evaluation and Teaching Evaluation in Universities

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Abstract: Improving the quality of teaching is inseparable from teaching evaluation. Strengthening the evaluation of teaching inspires the teachers' work initiative and improves the teaching ability and level. Academic evaluation will inspire the teacher to improve their academic standards and promote academic career development by encouraging knowledge innovation, compliance with academic norms and controlling deviant behavior. Two important functions of the colleges and university are research and teaching. To coordinate the relationship between research and teaching successfully is the key to achieving the development of universities.

Keywords: Academic evaluation; Teaching evaluation

1. Introduction

The relationship between teaching and academic research is the oldest proposition in the history of the world higher education development. Paying attention to the research and underemphasizing the academic teaching, the teachers do research and neglect the teaching. Paying attention to the academic teaching and underemphasizing the research, the students in the classroom are away from the academic forefront and have a very narrow view[1]. So the relationship between the academic evaluation and teaching evaluation will play a decisive role inevitably in the development of colleges and universities.

2. The problems existed in the relationship between research and teaching in our country's colleges and universities

Teaching and academic research activities are the teachers' main duties. They are also the two basic functions of the colleges and universities. The relationship between teaching and academic research has been a difficult issue in universities' teaching activities. However, the evaluation methods exacerbated the separation and conflict between teaching and academic research more sharply. In the universities' teaching evaluation and academic evaluation process, it always either attends to one thing or loses another or it always is partial to one while neglecting the other, that is, there are two status quo.

2.1 Separate the academic evaluation and teaching evaluation completely

There is a phenomenon existing in our country's higher education- academic evaluation and teaching evaluation are separated completely. For example, at present, in many evaluation projects for teachers, the quantification emphasizes some "dominant" quantification con-

tent. So that teachers have to complete the target by doing a crash job. And this content does not have a direct related relationship to improve the teaching quality, which also separates the teaching evaluation and academic evaluation, and makes them in solo state.

There is a very common phenomenon in college; the teachers' thesis is not for "teaching and research". Usually, there are two purposes: first, to meet the need for professional title evaluation, the second is to complete the "Teaching Reform" target in teaching evaluation. Because the school requires the results reflect the content of teaching reform. On one hand, this makes the scientific research and teaching can not be effectively combined to create a high quality of teaching, on the other hand this lead to the work of school teachers and the whole work center of school deviate from the teaching. And finally, this affects the fundamental goal of university seriously-personnel.

2.2 Confused the teaching evaluation with academic evaluation

In the teaching evaluation in universities, some indicators' original intention is to strengthen the teaching, but in the end it falls down to academic research and always become the academic research incentives. For example, the aim of the "Curriculum building" indicator in teaching evaluation is to improve the teaching quality, but the observation point is to emphasize their academic faculty and their academic research which also are the most important criteria for checking and acceptance [2]. And the actual teaching quality, curriculum teaching and research infrastructure and the teaching results are placed in a secondary position.

Under the baton of the emphasis on research for the promotion of titles, many university teachers have to spend a lot of energy on papers and task. They have no time to pay attention to classroom teaching, the direct

consequence is the decline in the quality of teaching. The higher their titles they got, the more far away from the podium. Professor's figure on the podium is hard to find is not an individual phenomenon.

In another aspect, we always think that the teaching level of the teachers who has got a higher academic evaluation is also high. In fact, the relation between the academic ability teaching ability is not a positive correlation. Someone has conducted a sample survey (according to the China News Service.) on professors' lectures situation (as shown on the chart) in the part of universities.

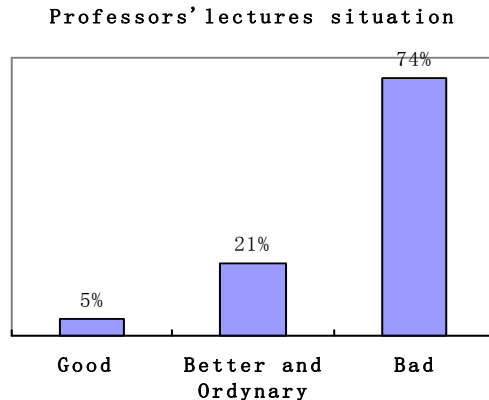


Figure 1. Professors' Lectures situation

Many colleges and universities have many first-class scientific research professors, but the ir teaching is lamentable. The professors repeat what the book says on the lessons and their boring lectures language are twice-told story. Engaged in academic research and got the fruit are important, but as a qualified professor, the ranked first work of course should be teaching. As we all know, teaching is the bounden duty for the professor. Their work is to train students, concern about the students' development students. The evaluation system in our country, the major drawback in the professor's professional title evaluation is: emphasizing scientific research and under-emphasizing teaching. The professional title is heavily dependent on the assessment of their academic results rather than teaching. In other words, professional title, thesis, research projects are inflexible indicators. Although there are indicators of the teaching, but they are not important. Teaching is worse, but if they have sufficient quantity of theses, the professor can be good enough; however, even though the teaching is better, but the teacher doesn't have the enough papers, they can not get the professional title.

The above situation also causes confusion in academic evaluation and teaching evaluation in our country's colleges and universities. It makes our country's academic evaluation and teaching evaluation can not get a fair and objective evaluation. It is not conducive to the development of our country's colleges and universities.

3. The countermeasures to handle the relationship between the teaching evaluation and academic evaluation

It still has not got a final conclusion on how to judge and weigh the teaching evaluation and the academic evaluation. In my opinion, the relationship between the teaching evaluation and the academic evaluation should not be completely separated. Of course, they also can not be mixed together, they need to be different. Academic research and teaching are not mutually exclusive, irreconcilable; they can be integrated organically and interactive promote each other interactively and coordinate with each other. Teaching and academic research for the higher education, are more like the both ends of a balance. No matter which side has a problem will cause the entire system imbalance.

"Let the academic return to the academic" as a point of view is advocated by many scholars currently. We will not make improper evaluation, but we should also put forward our own views. Let those who engage in academic research only to do the academic research, to a certain extent, it will promote our country's academic development and prosperity. But no one inherit the academic tradition, it is also a waste of resources. Where can we form a "academic ecosystem"? The academic research with out cultivating students will lose the significant traction and driving force. As the mathematician Chen Jingrun, he can explain Goldbach's conjecture but he is not able to impart knowledge to students, is it a sad?

"Let the teachers to return to teachers", university teachers concentrate their efforts on teaching, sit in its place, and carry out their duties. Teachers in their positions are only teaching students, and can not play their own role as a cutting-edge in their field, would make the state of academic at a standstill. As the universities teachers, the education they have got must be inscrutable, and is in a cutting-edge position. But it will result in discipline behind if they can not play its due role. The development of academic relies on the workers who can apply the academic results to practice. The knowledge can not be put into practice will make itself bleak. Academic research is to explore new knowledge and is the effective means to solve the unknown. Adopt the research result into teaching will refresh the students. The teaching without academic research will definitely become a river without its source.

Teaching is a desire from the heart, no defense, no explanation, it is a kind of cultural obligations, is a mission[3]. Just do the academic research and do not carry out the teaching duty is boring. Modern scholars engaged in teaching and scientific research's most noble mission is to combine both scientific discovery and teaching outstanding abilities to the same person."

The main duties of university teachers are teaching, research and teaching can promote each other, encourage

teachers to academic innovation, and help teachers to pass on the forefront concept, knowledge and skills of the discipline to the students. Not to mention that many "papers" apply for professional title are academic bubble and garbage, even the good quality paper, we also can not make them be the main criteria for evaluating teachers and we also should not make them as the only standard. The universities are after all not research institutions.

As the guardian of higher education, they should awaken from their own point of view. The relationship between academic research and teaching is not incompatible, and to some extent, it can be considered a complementary relationship. Academic development will improve the teaching quality; the improvement of teaching also can promote academic prosperity. In order to handle the relationship between the teaching evaluation and academic evaluation successfully, we can not just emphasize the teaching in the teaching evaluation. We also should take into account the academic research; the teaching results assessment also can combine the academic research[4]. Of course, we also can integrate the teaching valuation into academic valuation, but we can not confuse both sides. It needs us to judge and weigh both sides, for example, we just can not emphasize the academic result when we judge and select the professor. Why not give the "Professor" title to the teachers who has outstanding lecture performance but does not publish paper?

Colleges and universities can set up some relevant indicators when they deal with academic evaluation and teaching evaluation. For example, determine the ratio of academic evaluation and teaching evaluation and do the correlation analysis. When the universities assess the grades, judge the title and value their achievements, they can set up a clear rewards and punishment system which focus on incentive. Establish an indicator system which has expected targets. The indicator system should have a certain flexibility and alternative, so the teachers will have the direction and implementation approach.

Some indicators where some teaching results and honors can correspond with them also need to be put into the checking indicators system. In order to realize the universities' functions and encourage the teachers step

into the podium, the checking and evaluation system need to treat teachers differently.

Universities also can develop teaching and research the two types of evaluation indicators. And let the teachers to choose it voluntarily. The teacher choose to be a research-based teacher can reduce their lectures and get more free time from teaching activities and set their main target on scientific research. The achievements in scientific research are their evaluation indicator. The teacher choose to be a teaching-based teacher can get more time from their research activities and let them focus on their teaching and improve their teaching content, teaching methods and so on. The teaching results are their evaluation indicator. The teaching results can be the main indicators for the performance evaluation and professional title evaluation as scientific research results.

In order to handle the relationship between academic evaluation and teaching evaluation properly in the universities, the teaching researchers and administrators need to develop their performance further, follow the management rules, respect the law of higher education and human growth law, scientific research law, update concepts and improve the mechanism. Relationship between teaching and research play an important role in the development of the whole higher education. We can get the equally satisfactory effect and achieve more higher education prosperity by making reasonable distribution between teaching and research, and making both sides form an ideal relationship-make no distinction between the major and the minor one.

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